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Free

Umpqua Community College student publication

The Mainstream

mainstreamonline.org

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Oregon Promise Bill is now a reality

Community college tuition to be free for students within 6 months of high school graduation

THERESA BARRY
The Mainstream

Oregon students will now be eligible to attend community college for $50 per term, a significant discount from the $1,500 cost of attending full-time currently.

Oregon Gov. Kate Brown said the Promise Bill and other higher education pending funding should improve college affordability for families, according to her press release. Oregonians can now afford to dream big," Brown said, "Today, we fling wide open the doors of opportunity by expanding access to post-secondary education, the precursor to a better life."

The program starts in 2016. Students have to be an Oregon resident for a least 12 months plus apply for government financial aid and maintain at least a 2.5 grade point average.

Students also must apply within six months of finishing high school to be eligible.

Critics wonder who is going to pay for the bill. The state will spend $10 million a year to fill in the tuition gaps that state and federal aid don't cover.

Another big selling point for Oregon Promise, also known as Senate Bill 81, is the $7 million dollars Oregon has promised to help recipients get to graduation. These funds are said to be allocated to help with counseling and college readiness programs in the K-12 schools. These funds have yet to be allocated because the commission must propose to the legislation how to spend it, according to Paul Fain from Inside Higher Education. Funds will also be spent on college advising.

Umpqua Community College student Christina Terhune states the bill is unfair. She said that the students at our community college are all ages and have all different income levels. "There needs to be a bill that helps all students, not just high school graduates.

"It is discrimination to only help one age group when all students struggle financially and are in debt from students loans," Terhune says.

In the United States, 40 million people carry student debt; "Student loans increased by 84 percent since the recession; 40 million consumers now have at least one student loan," according to Experian, a global information services company which partners with American Student Assistance to help students manage their student loan debt.

"I think it is great for the students coming in; as with any change, there will be those that ask 'what about me.' I think this is not a good way of looking at it. I look at it like this, the new students won't have this debt, and that's great. People that are in college right now should understand that there is no way to make something like this retroactive," Terry Goldworth, a UCC third year student, stated.•

Provided by oregonlegislature.gov

Gov. Kate Brown signs Senate Bill 81 at Columbia Gorge Community College.

Tuition waiver/grant amounts

For a full-time student (12 credits or more) enrolled for the full year (three terms) in eligible courses:

- **Maximum grant will cover actual cost of full-time full-year community college tuition (currently approximately $4,900).**
- **Grant will be reduced by any state or federal grant aid received (i.e. Pell Grant, Oregon Opportunity Grant) down to a minimum $1,000 annual grant for full-time study.**
- **Grant will be prorated for person enrolled at least half time but not full time**
- **Grant will be prorated for person enrolled at least one term but not three terms**
- **May or may not include standard fees in addition to tuition**
- **Grants will begin for students beginning college in the 2016-17 academic year**

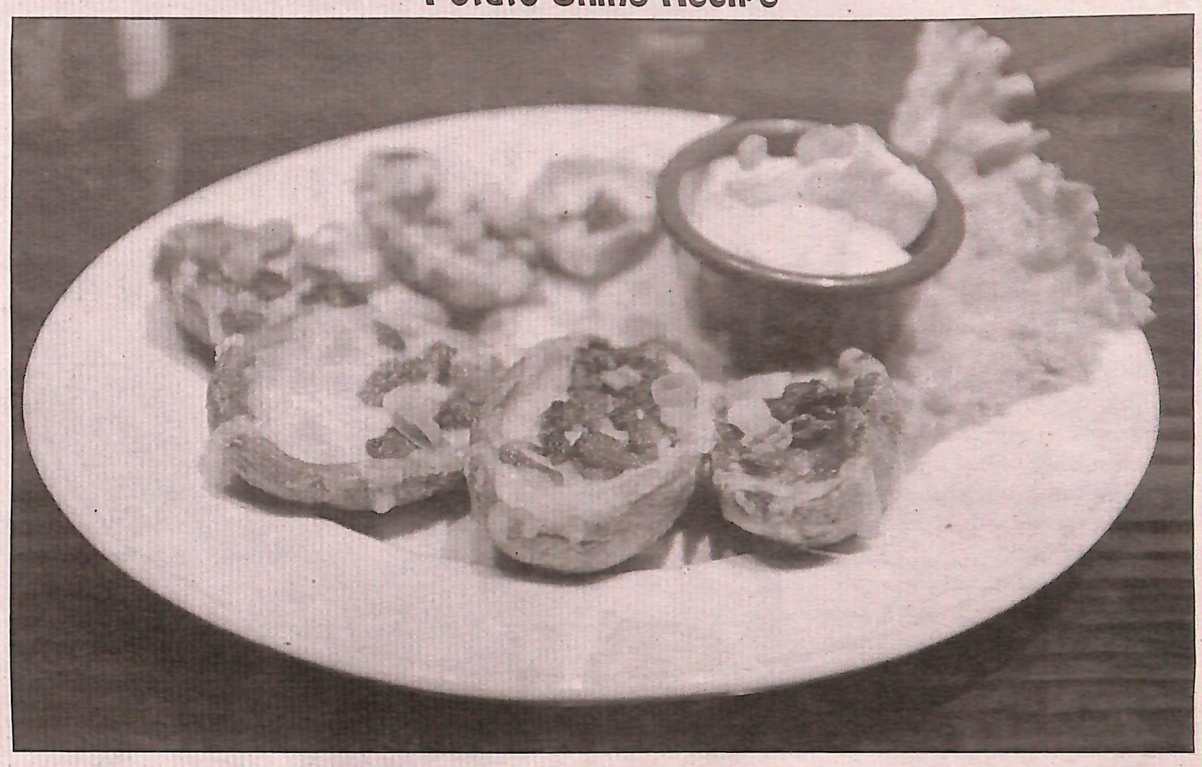
Health

Cooking Cliff Notes

JAMIE GLEN
The Mainstream

Fall is here. The days are shorter, and it seems like there is never enough time in our busy day. I find myself enjoying the convenience of a fast food drive through, but I still miss the feeling and taste of a home cooked meal. So, I thought why not combine the two and create a home cooked version of one of my favorites: chicken nuggets and fries. I came up with the menu of Baked Parmesan Chicken Nuggets and Potato Skins as an adult version of my fast food favorite. •

Potato Skins Recipe



Flickr

Prep time: 10 minutes Cook time: 1 hour, 40 minutes

6 small to medium sized russet baking potatoes (total 3 pounds)
Canola oil
Salt
Freshly ground pepper
6 strips of bacon
4 ounces grated cheddar cheese
1/2 cup sour cream
2 green onions, thinly sliced

1. Clean potatoes. Preheat oven at 450 F.
2. Microwave potatoes for 3 minutes each (18 minutes)
3. Cook bacon while potatoes are cooking
4. After potatoes cool cut them in half horizontally. Spoon out insides and discard while leaving ¼ inch of potato on the skin.
5. Brush Canola oil all over potato skins inside and out.
6. Place in a roasting pan and bake for 10 minutes on each side.
7. Sprinkle with salt, pepper, cheese and bacon and cook for an additional 2 minutes.

Baked Parmesan Chicken Nuggets Recipe

Flickr

Prep time: 15 minutes Cook time: 15 minutes

1 clove garlic
1 stick melted butter
1 cup dried bread crumbs
1/3 cup Parmesan Cheese
2 teaspoon parsley
¼ teaspoon salt
1/8 teaspoon pepper
2lbs boneless skinless chicken breast or boneless thighs

1. Preheat oven at 450 F. Cut chicken into nugget size pieces.
2. In small bowl mix all dry ingredients together with melted butter.
3. Coat chicken with breadcrumb mixer.
4. On a 9x13 roasting dish lay out chicken pieces.
5. Bake uncovered 15 minutes or until chicken is fully cooked.

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The Mainstream is a designated student forum written to promote the activities, events, and interests of UCC. Its primary focus is on hard news relating to campus events or personnel, especially as students are affected, but features, art work and poetry may be accepted. Any opinions or art presented in The Mainstream do not represent the viewpoint of this newspaper or UCC.

mainstreamonline.org

Crime Victims Compensation Program

State funds now available for students, staff

THE MAINSTREAM

Funds for "unanticipated medical and counseling expenses" related to the Oct. 1 incident at Umpqua Community College are available now for students and staff or "any person on the Umpqua Community College campus at the time of the shooting who has suffered physical or psychological trauma as a result," according to the Oregon Department of Justice Crime Victims' Services Division.

The funds must be applied for through the Oregon Department of Justice which has created an online emergency application form to expedite processing of the financial assistance.

The purpose of the money is to pay for medical expenses, counseling and funeral costs related to trauma resulting from Oct. 1.

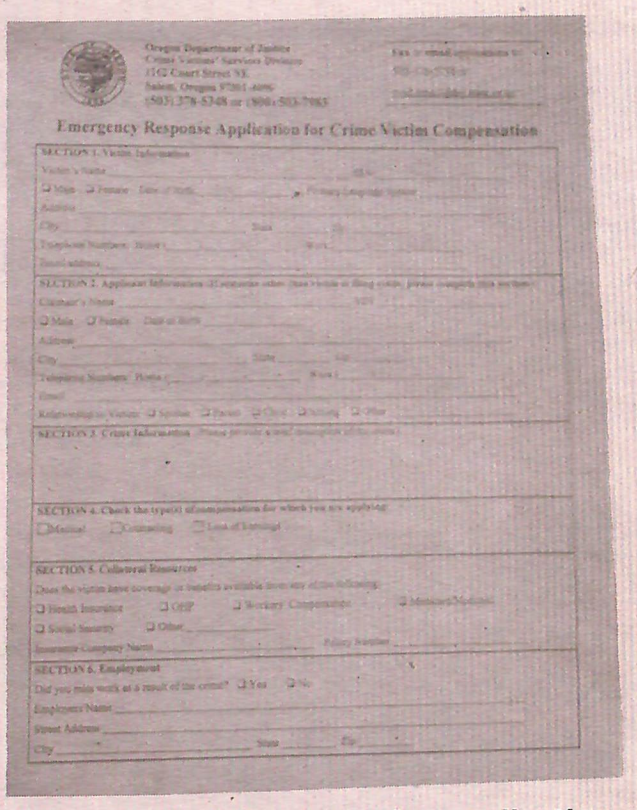
Those interested in applying for the money have one year (until Oct. 1, 2016).

The money, known as Crime Victims' Compensation or CVC, will not pay out if the applicant has already received payment through insurance. However, it will pay for co-pays or deductibles.

"Any medical or mental health benefits available to the applicant must be utilized prior to CVC. If approved CVC would pay for co-pays and deductibles. If no insurance benefit is available CVC would pay," according to the Department of Justice website.

Applicants will also be required to sign a form which states that the Department of Justice will be able to recover what it has paid out if the applicant receives reimbursement or compensation from insurance or a lawsuit "or from any other governmental or private agency."

An example copy of the application is printed on this page. Applications are also available in the Student Center on campus.•


Oregon Department of Justice
Crime Victims' Services Division
Emergency Response Application for Crime Victim Compensation

Crime Victims' Compensation application

Cognitive distortions can slow healing process

THERESA BERRY AND THE MAINSTREAM

Feelings of anxiety after trauma are normal. Not easy, but normal.

In fact, they're so normal that the director of the Johns Hopkins Mood Disorders Center says, "It's common, and occasionally even helpful, for you to react to life's stresses, challenges and dangers with anxiety."

That anxiety, however, may not feel so helpful to college students.

During trauma, "Intellectually, you lose from 50 to 90 percent of brain capacity," Ellen McGrath of Psychology Today writes.

Additionally, the brain can focus on types of thinking which are unhealthy. Psychiatrist Aaron T. Beck writes of several types of "cognitive distortions" which can get in the way.

Beck, for example, warns about what he calls "magnification" errors: "giving proportionally greater weight to a perceived failure, weakness or threat."

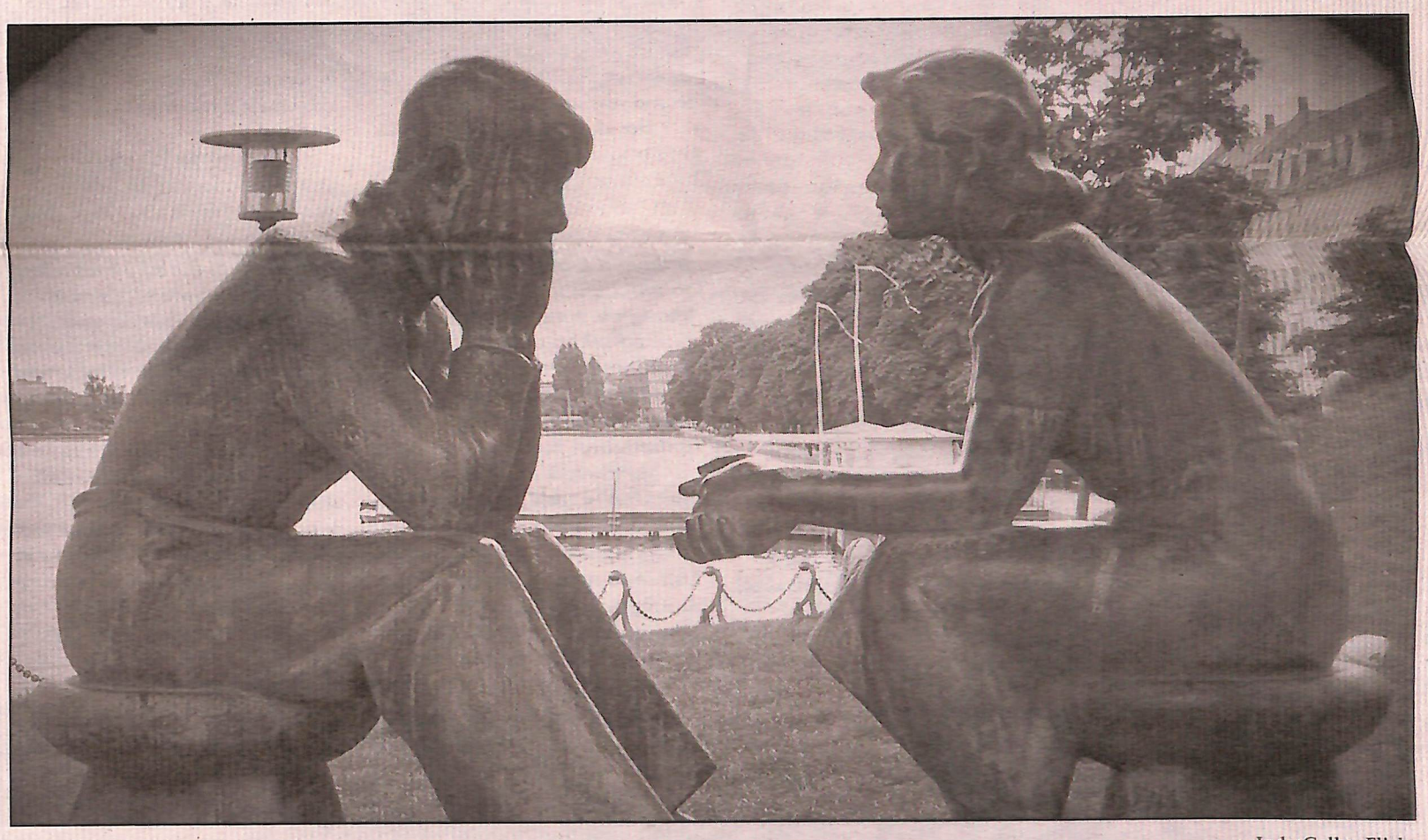
Beck also describes a type of thinking he calls personalization: "attributing personal responsibility, including the resulting praise or blame, for events over which a person has no control."

Karen L. Swartz, M.D., who was the clinical programs director for the John Hopkins Mood Disorders Center, warns that assistance is needed when traumatic feelings or anxiety continue to persist, when they continue to occur without "obvious external triggers" and when they continue to keep you from sleeping or performing daily activities.

Sleeping is especially important to recovery, but sleep is often difficult to attain during trauma recovery.

It is a cyclical problem: anxiety creates sleep loss, and sleep loss creates anxiety. Breaking the cycle is easier with assistance or if the person with anxiety is otherwise healthy.

"Stress reactions to various situations are also affected by your overall level of health. Someone who is always feeling overwhelmed, eats poorly, and doesn't get enough sleep (a description of many students) usually has a limited ability to cope with stressful events," explains the University of Florida Counseling and Wellness Center's website.•


IndraGalbo, Flickr

Assistance is needed if traumatic feelings continue to occur or affect performance of daily activities.

Common Stress Reactions

- Disbelief and shock, feeling numb.
- Feeling sad, guilty, angry or helpless.
- Fear and anxiety about the future.
- Difficulty focusing.
- Headaches, back or stomach pains.
- Wanting to be alone.
- Loss of appetite.
- Sleeping too much or too little.
- Nightmares or bad memories.
- Reoccurring thoughts of the event.
- Increased substance use.

Self-Care Tips

- Slow down, take deep breaths.
- Talk about what happened
- Get some exercise
- Do what calms and relaxes you.
- Accept help from others
- Help someone else
- Notice positives & avoid blaming.
- Eat well & get plenty of rest
- Avoid alcohol and drugs
- Limit decisions to today's needs
- Connect spiritually

Information provided by Community Health Alliance

Local Counseling Assistance

On Campus Grief Sharing: available in the Bistro, 8 to 5 p.m.

24 Hour Hot Line: available at (541) 440-3532 or (800) 866-9780

Grief Counseling Services: Community Health Alliance Annex B, 2700 NW Stewart Parkway;

The Ford Family Foundation, 1600 NW Stewart Parkway

Online Resources: Center for the Study of Traumatic Stress ("The center's work addresses a wide scope of trauma exposure from the consequences of combat, operations other than war, terrorism, natural and human-caused disasters, and public health threats.") – website is http://www.cstsonline.org/resources/overview .

National Child Traumatic Stress Network ("The mission of NCTSN is to raise the standard of care and increase access to services for traumatized children and their families.") http://www.nctsn.org/

Campus Life

Snyder memorial options being considered

JACOB LEBEL
The Mainstream

The community is beginning to feel the need for a physical space to honor those who suffered through Oct.1. Students are starting to form visions of a UCC memorial while discussing the future of Snyder Hall and what it represents. There are no easy answers. The road to healing is a different one for each individual.

Evan Burns, a UCC history student, sees a memorial as a positive way to transform the campus. He envisions a tribute which would be integrated into the day-to-day life of the college, something more than just a place of remembrance.

"If I was to build a memorial," Burns said, "it would be an outdoor classroom, something that could be used by future generations instead of passed by without a glance."

The building he described could be an outdoor gazebo surrounded with a lattice of roses; the names of the nine inscribed in plaques around the edges. The gazebo could be used as a writing classroom in memory of associate professor Larry Levine.

Other students have concurred with the wish for a memorial, especially one in line with the landscaping and natural beauty of the campus.

"Having something like a garden, a peaceful place that people could go and study would really help with the healing process. And it kind of helps us reclaim campus for ourselves and it brings a sense of peace to everyone who are able to go there," said Alicia Graves, editor of The Mainstream.

Not everyone, however, feels that a large, physical reminder of the tragedy on campus is a good or necessary thing. Rebecca Foster, a chemistry major and second-year student at UCC, believes that something small or discreet like a plaque or a dedicated tree somewhere on campus would be more than enough. She points out that those who were the most affected by this likely already have their own personal memorial.

"I think that as a campus, as a college and as a community of students and professors and staff and everything, that this is something that we carry within ourselves and that is not something we should attach to a place because we don't want to make our school haunted. Because it's not," Foster said.

She also voiced a concern, echoed by other students and faculty, that if Snyder Hall is torn down or rebuilt it will remain as a continual reminder of what happened and hinder the recovery process. The old hall, which was among the first campus structures to be built, has housed writing, speech, and social science classes and faculty offices since the early 1960s. A committee is convening in November to decide what is to be the future of Snyder, and no decision will be made until then. For now, discussion about the meaning of the hall and its potential role as a memorial is ongoing.

"I think the best place honestly for a physical memorial on campus is going to be Snyder Hall. I believe that it's going to be the affected classroom," said Maycie Williams, a second year student.

Her idea is to turn the Snyder 15 classroom into not just a memorial but a resource center with information from the Community Health Alliance as well as mental health resources. Williams is also calling on women across campus to take an active, leading role in the Snyder Hall decision-making process. Williams recently completed an intensive women's leadership program called New Leadership Oregon as a representatives from UCC.

Mark Hamel, a physics student, agrees that he could see the Snyder classroom as a memorial.

"I'm not a fan of tearing Snyder Hall down at all. So, what, like, I'm looking at it over there, if we tore it down then what would it be? It'd just be a scar," Hamel said, "and to me that would mean the murderer would be winning, and I don't want him to win."

He is, however, supportive of the possibility of replacing Snyder with a new building, using the funds coming in from nationwide donations.

In light of what many have personally experienced in and around Snyder Hall, the voices of those who see removal as the most positive option may carry a definitive weight.

The building's condition may also factor into the decision. It currently has leakage around its skylights and around the condensation pads set into the roof. According to Director of Facilities Jess Miller, the roof would need to be removed to fix the building. Students and faculty report see-through gaps and air quality problems as well.

"I personally feel that they should tear down the building and put up a nice new building," says Theresa Barry, a communications studies student.

Amy Fair, the department chair of Snyder Hall, says she understands that decisions about the hall, and the classroom itself, will be hard. She is unsure if remodeling will take the history out of the classroom and is also unsure if removing the building is needed.

"Some people just want to be able to move forward and sort of prevail, but there is also a large group of students and faculty and staff who are trying to do that but the reminders are present everywhere," Fair said. "There's a responsibility to other students on campus and we recognize that as instructors. What students need is probably what most of us would be behind."

UCC Interim President Rita Cavin has repeatedly reminded staff and students that any true act of remembrance and transformation will only be realized through dialogue and mutual understanding.

Burns agrees, "What will be the memorial should be everyone's vision." •

Kayla Towers / Mainstream

Students, staff and community members are starting to collect ideas for a campus memorial. This photo of Eagle Park is an example.

Writing about trauma is its own trauma

Mainstream staff share experiences on traumatic media coverage

VAUGHN KNESS
The Mainstream

Anna Gutermuth, Flickr

The job of a reporter is to provide information that documents the human condition as part of a historical record. When that job requires writing on trauma, reporters can experience trauma themselves.

The public's perception is that reporters are unfazed by the words they write. Truthfully, nothing is as hard as giving bad news, as journalists almost universally agree.

The UCC tragedy was one such event where information needed to be readily available for the public. However, the college's community relations team, whose office had been in Snyder Hall, were locked down at the fairgrounds while over one million hits per second bombarded and shut down the college's website.

Two staff members on The Mainstream, UCC's student newspaper, started attempting to provide information to the public on the Mainstream Facebook page while being locked out of their news room and their website. Within minutes of the incident, Mainstream staff sent out active shooter alerts, knowing the campus alert system had failed. The task was more than grueling.

The situation was so overwhelming, so exhausting that some Mainstream staff members soon quit the term completely. Others are still unable to write about the trauma.

Normally, the role of a journalist is to release news. How do journalists, however, inform the public while also attempting to inform themselves on a topic this personal?

Frantic and distraught, on Oct. 1 Mainstream staff members tried to simultaneously reach friends who were on campus, answer a barrage of phone calls and texts and posts, listen to police scanners detailing the classrooms affected and the numbers injured while trying to write coherent warnings and notices. And they were still in shock.

Yes, the job of the reporter is to write on the trauma others seek answers to. And, yes, it is the most difficult task a reporter can be given.

"I remember sitting there on Sunday, watching something stupid on TV, and I remember looking at my boyfriend and saying 'Oh, my God, we have to write about this. How are we going to do this?' It was this sudden realization, this deep concern, that not only were we the victims, we were also the people who were going to have to help others understand what had happened," says the current Mainstream editor Alicia Graves.

Graves adds, "How do you do both? We all feel violated by what happened here."

With the school in chaos and the main website down, on Oct. 1 The Mainstream's Facebook page turned into an important outlet for public information. As one journalist commented on the page, the student newspaper was initially the only voice coming from the college itself.

Prior to Oct. 1, the page had averaged between 50 and 150 hits per day. On Oct. 1, that number quickly jumped to 139,000, and then the counter turned over. One post had over 68,000 readers. Thousands of comments from people worldwide poured in. Even national websites such as "Inside Edition" used information directly from The Mainstream's Facebook.

Most of the comments were supportive, but some were derogatory. An individual using the moniker Chris Stone continually found his way around Facebook's block function, commenting on posts, trying to insist that the shooting never occurred, that it was a false flag.

On Oct. 12, Facebook then deleted almost all of The Mainstream posts and comments from Oct. 1 through Oct. 5 without notification.

Facebook's decision to delete was just part of the confusion that ensued. While the few student writers attempted to report details, the perception of UCC as a safe haven was turned upside-down. But there was a job to do.

"Journalists must accept their role of documentation. [They] document human emotion, the human condition," Sung Park, University of Oregon multimedia professor, said at the UNESCO Crossings Institute Conflict Sensitive Reporting panel discussion on Oct. 23 at UO.

The Dart Center for Journalism & Trauma explains that reporters are a type of first responders.

What journalists do stands on a larger scale. These are the people who tell you what is wrong with the world. Sometimes they possess no solutions, and sometimes they have little control over the information they are given to write on. Writing about trauma can perpetuate it, but that is the sacrifice journalists make.

The journalist's job is to report facts, no matter how horrendous they are. They have to create a historical record of events for others down the line.

Tom Brokaw, the former host of "Today," was tasked with covering the terrorist attacks on Sept. 11, 2001. "We spent a lot of hours on this desk trying to make sense of what was happening," Brokaw said while guest-hosting an edition of "Today" in 2014. "I think what the audience didn't fully appreciate . . . was how much we didn't know."

Adapting with the story is a challenge for reporters whose stories change as new facts are gained. The audience sits dependent on the journalist's words while following a human being who processes tragedy the same as anyone else.

For The Mainstream, another challenge has been dealing with staff changes and new staff shortages. This term 10 students are tasked with reporting the doings of a whole community college. Staff have had to jumble into new positions and demands due to the Oct. 1 incident. Notably, before the tragedy, the staff had met for only one class session, not even enough time to learn each other's names.

Personally, I was informed of the shooting 15 minutes before CNN broke the story to the world. Immediately, I called the newspaper's adviser, Melinda Benton. The voice that greeted me seemed unaware of the tragedy, and my own voice shook having to reveal the information. Even without looking at her face, I knew this news to be devastating, unbelievable.

> "There have been so many different levels to deal with," Graves said. "Focusing on what information needed to get out and what stories to tell helped me help others."
>
> —Alicia Graves

I followed up with several calls to people I knew were on campus. One friend I learned was safe, barricaded in a room with other students and staff and still caught in lockdown. Neither of us knew if the situation had ended or if it continued until Benton got on the police scanner.

The Mainstream website then informed me, like many others, when the shooting ended, and later gave the full scope of the tragedy.

These are difficult words to write. Each scratch I place on the paper is more than the composition of letters into words and words into sentences. Behind every single mark there is a true, emotional heft. Writing about trauma is to return to it, and unfortunately this is no singular tale.

On top of the difficulty of writing about these memories, I must face that what a reporter writes will massively influence a community. As the Dart Center notes, "Journalists face unusual challenges when covering violent or mass tragedies. They face the possibility of being a first responder to a violent event. They interact with victims dealing with extraordinary grief."

The Dart Center also notes that a journalist's traumatic stress is similar to firefighter or police officer first responders. Horrible tragedies in the past have been covered and pass, and the next news story erupts. Journalists are expected to flow with the news, even if they have not moved on emotionally from their previous stories.

Graves also worries about the burden. "There have been so many different levels to deal with," Graves said. "Focusing on what information needed to get out and what stories to tell helped me help others. And yet, trying to put my two articles together last issue gave me some of the worst writer's block . . . . I literally stared at my computer screen for almost an hour, [but] trying to put something into perspective is very difficult."

The Dart Center handbook gives tips for dealing with trauma to reporters. Accepting personal or group counseling gives the greatest benefit; receiving encouragement also helps. Journalists need to know that their work has helped inform the masses. Staff should also seek assistance if needed.

The effects of Oct. 1 are still felt throughout the college, however. Even the Mainstream reporters who retrieved information early on have yet to be relieved of the trauma caused by the event. "To be perfectly honest, I'm still trying to figure out how to deal with everything," Graves said. "Some days are okay; some moments are good. And then I have a panic attack and feel like I am right back at square one."

Many outside of UCC have offered their support to the Mainstream staff. Peter Laufer, UO media professor and the James N. Wallace chair of journalism, and Tim Gleason, journalism professor, met with the Mainstream class and discussed how best to deal with situations like the shooting. Both offered any help they could give, and in the weeks since have provided the newspaper with recording equipment and provided a university student to assist. Laufer hosted the panel on trauma and invited the class.

Their most important advice was to ask, "What is the story and what does the public need to know?" In these moments, great care must be placed in not allowing someone else to control a story or to allow criticism to change your words, they taught.

The Dart Center also recommends that writers of trauma go through a debriefing. "Recognize the need for a debriefing forum or the opportunities to articulate emotions in the aftermath of a school-yard massacre or World Trade Center attacks is not a sign of weakness, as too many journalists seem to think.

"Instead, when done successfully, debriefing fosters strength. The act of articulation -- writing, drawing, painting, talking or crying -- seems to change the way a traumatic memory is stored in the brain, as if it somehow moves the hard drive to another place."

The further along The Mainstream staff have gotten, the more accountable we have become. We at the Mainstream will continue to write and inform the students on topics that need discovery. Writing is trauma, but it is also healing.•

Events & Entertainment

Provided by IMDb.com

Maika Monroe plays Jay, the main character and the victim in "It Follows," an independent horror movie shot in Michigan.

Indie film "It Follows" thrills psychologically

VAUGHN KNESS
The Mainstream

The opening shot of "It Follows" creates a palpable sense of horror, even before the first line of dialogue is spoken. An unnamed girl scurries across her street. Silence ensues except for the girl's own heavy breathing. The camera then follows the girl in a tracking shot that lasts until she escapes in her father's car. It's a cinematic shot, done masterfully by director David Robert Mitchell and cinematographer Mike Gioulakis, who together set the stage for a movie that uses many camera tricks to further the film's suspense.

Usually, a film doesn't completely capture the essence of what it is and what it will become during its opening scene. Viewers just get a slow introduction or the tease of an action to come. However, a bit of both strategies are taken with the opening shot of "It Follows." For a film in the dying genre of horror, where every plot and cinematic furnishing has been employed to force fear into the viewer, "It Follows" manages to carve its own horror niche while still paying homage to the horror films before it.

This is an '80s film told through a modern lens and a high-definition camera. The influence of films like "Halloween" and "Friday the 13th" are evident in the story-telling, the presentation of the monster and the '80s tropes. Most of the throwbacks work, but clichés such as the teenager's parents being absent are bothersome when viewed in the vibe of a new generation.

The music here also has a retro feel reminiscent to John Carpenter's scores, and the score adds to the atmosphere without feeling silly.

After the opening scene, "It Follows" transitions to 19-year-old Jay (Maika Monroe) who is mid-swing in the usual teenager roles: carefree days filled with laziness, friends, a lack of responsibility and an excess of sexual fervor. Sexual fervor is perhaps the biggest enemy of the film's characters, as "It Follows" can practically be used in any sexual education class as propaganda against having sex (unprotected or not, premarital or post).

Jay's first sexual experience doesn't end with the pleasure she may have expected; she is chloroformed by her boyfriend, stripped and tied to a wheelchair. Upon awakening, she comes to learn that she has contracted "It," a sort of imperishable and indistinguishable entity gained through intercourse.

Rules are established for both Jay and the audience, as both learn that this entity will follow Jay until it kills her. If she is killed, the entity will be passed back down the line of those who previously contracted "It." However, if she has sex with another person, she will pass the "It" on to them. The entity will never stop pursuing her, otherwise.

The premise is a simple but ingenious one and perfect for a new-age horror film. While the film is not overtly terrifying (there are relatively no jump scares or the cheap tactics modern horror filmmakers employ), the intensity and anxiety of the characters' situations begin to pester the viewer with suspense.

A film that does not scare but instead intimidates and psychologically taunts the audience is a refreshing tactic. The knowledge that whatever follows Jay is constantly moving makes every scene, even those warped by comedy or lightheartedness, simultaneously heavy with the knowledge that "It" is still coming.

Cinematography, when utilized properly, lends itself well to horror above any other genre. The dimness of a room, the flicker of a shadow or the brutality of gore can be captured with poignancy. "It Follows" pushes its cinematography to create memorable shots or scenes that embed fear into the viewer's mind. Several long steady cam shots and pans place the camera in unique angles. In one scene, the camera shoots from the foot of Jay's wheelchair as her boyfriend rolls her around in search of "It." During this entire shot, the camera is centered on Jay's terrified visage, adding shock to the situation and creating audience sympathy for the character. Monroe's performance is also excellent.

IMDb.com

"It Follows" by Anchor Bay Home Entertainment is available to watch on Amazon and iTunes and can be purchased as a DVD. The 100 minute film is rated R.

Gioulakis's cinematography also helps increase tension, pressuring the viewer further and further into anxiety. Several times the camera pans with the characters, showing a simple image of a human figure in the distance. That image is enough to create questions about whether this person is the "It."

When the camera revolves around the movie's group of characters several times, in each shot several figures seem to be stalking; however, the film never mentions if this is the titular "It" or simply a real human being.

"It" itself is a mystical entity the film never bothers to apply back story to. That is for the film's betterment, as the mystery behind "It" requires viewers to compose their own mythology, which makes "It" all the more terrifying. All we know is that this entity can take on the shape of any person in the world and that it will relentlessly walk towards its next victim, never stopping, and that ambiguity is a terrifying enough concept to work during the film's entire run time without ever feeling gimmicky or false.

All of the main actors are teenagers in the film, and their performances vary. The best performance comes from the lead Monroe who is able to show both fear and vulnerability while transitioning her character into a more courageous and wise person by the end of the film. For the rest of the actors, expect hit or miss performances that are generally good, but viewers will definitely see some of the typical youth acting faults.

The film's sexual metaphor, its minor treatise about sexual abuse and teenage promiscuity, is quite clear. We see several characters killed with intensity all because their careless actions have turned "It" upon them. Transferring "It" through sex does create some logical inconsistencies, however. Readers never know if "It" is one entity or many. Will "It" follow a contractor if they fly overseas? Can "It" be passed even if a condom is worn? Is "It" passed through insertion or through orgasm? Can the entity be passed through generations like some STDs? Too many inquiries are left open that could have elevated the movie if even a few simple lines of dialogue were added.

On the other hand, one of the best features of "It Follows" is what is not included. The tiresome conventions of the genre are missing. While "It Follows" will not terrify you as old classics such as "Halloween" or "Silence of the Lambs" may have, the fresh approach is nice. It has more of a psychological feel which mid-scene may not frighten much, but the anxiety, once the scene is over, will stay with the viewer. "It Follows" will follow the viewer.

A horror film has done its job when it makes the viewer check a second time that their doors are locked and that no intruders are lurking in the house.

"It Follows" is a thinking-man's horror story which pays homage to previous horror entries while creating its own new niche. This film will choke the viewer rather than beating them unconscious, and the subversion of modern expectations makes "It Follows" an enjoyable, if unsettling, film to watch.•

Volunteers wanted for photography project

ALICIA GRAVES
The Mainstream

Adjunct Speech Communication faculty Dustin Cosby is creating a series of portraits to be shown beginning Nov. 16 in Whipple Fine Arts. The finished project will be displayed over a three screen process in the gallery. The photographs will feature students, staff and faculty members wearing their I Am UCC and UCCStrong apparel in a setting of the subjects choosing. He is looking for volunteers to be photographed showing, or to offer anonymous statements about, where they are at in the grieving and healing process after Oct. 1.

In light of the recent tragedy on campus, various individuals and businesses have reached out, trying to do something to help those affected acknowledge and move forward in their healing process. Cosby is no exception.

"I wanted to do something to help us move forward. Something a little more real," said Cosby. "I think that people are looking at this project as some tangible measure to move forward."

Volunteers are asked to contact Cosby through Facebook or here on campus. He will be finalizing the project within in the next few weeks.•

Mainstream

Adjunct Speech Communications faculty Dustin Cosby is looking for students, staff and faculty members to volunteer for his "I am UCC" photography project. Participants are encouraged to wear their "I am UCC" or "UCCStrong" apparel as seen above.

Students enjoy Halloween fun on campus

Photo provided by ASUCC

Photo provided by ASUCC

Alicia Graves / Mainstream

Alicia Graves / Mainstream

Students Joel Macha, Jacob Thomas, Shannon Dietz, Luke Consell and Micheal Stoltz among others on campus enjoyed Halloween festivities Oct. 30, featuring a costume contest and candy handed out by Roseburg High School staff members.

"Things Observed" faculty art show at UCC

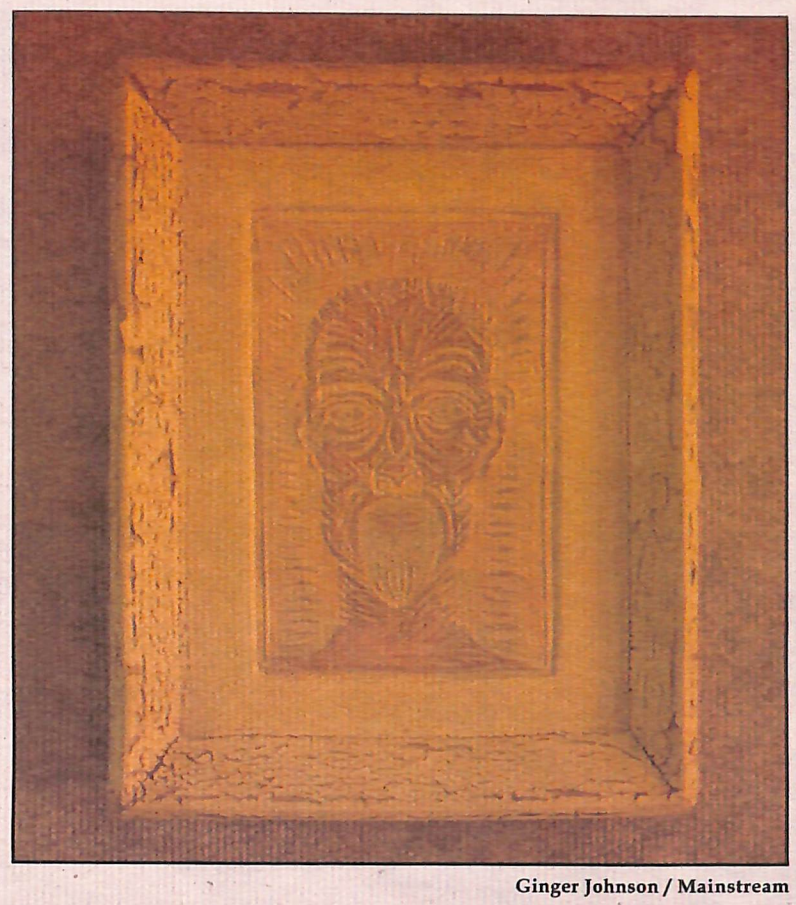
ALICIA GRAVES
The Mainstream

"Things Observed" is the theme of this years' art department faculty exhibit now in the Whipple Fine Art Gallery. Faculty members Renee Couture, Ted Isto, Greg Rice and Susan Rochester are displaying their respective talents in a presentation of photography, pottery, clay works and modern art.

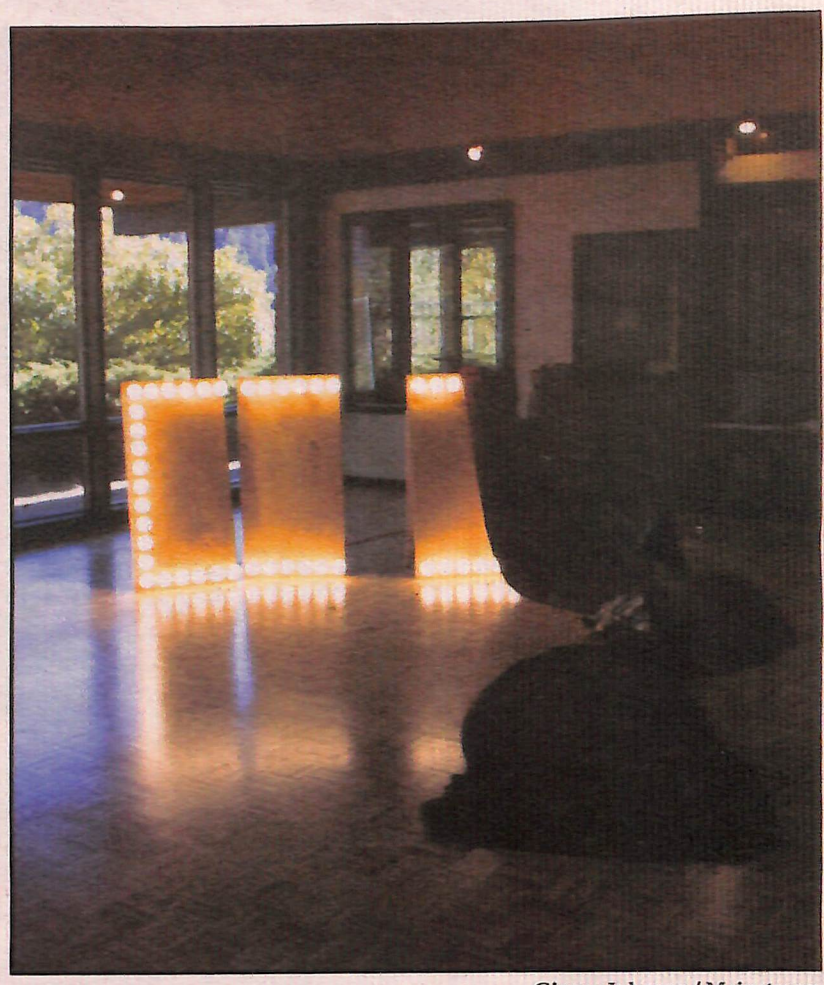
"The faculty in our department all have active art professions. This exhibit helps students get a feel of where the faculty is coming from before and while they take art classes from us," said Rochester, associate professor of art and department chair. She noted it was interesting how the observation of the world in different ways came out in each professor's various works. One of the more unique pieces is the modern art exhibit by Couture featuring light, linens and laundry.

The show opened Sept. 28 and closes Nov. 11. Some of the artwork is for sale.

If visitors are interested in purchasing a piece, they may contact Rochester or department secretary Haley Stammen at (541)440-4691.

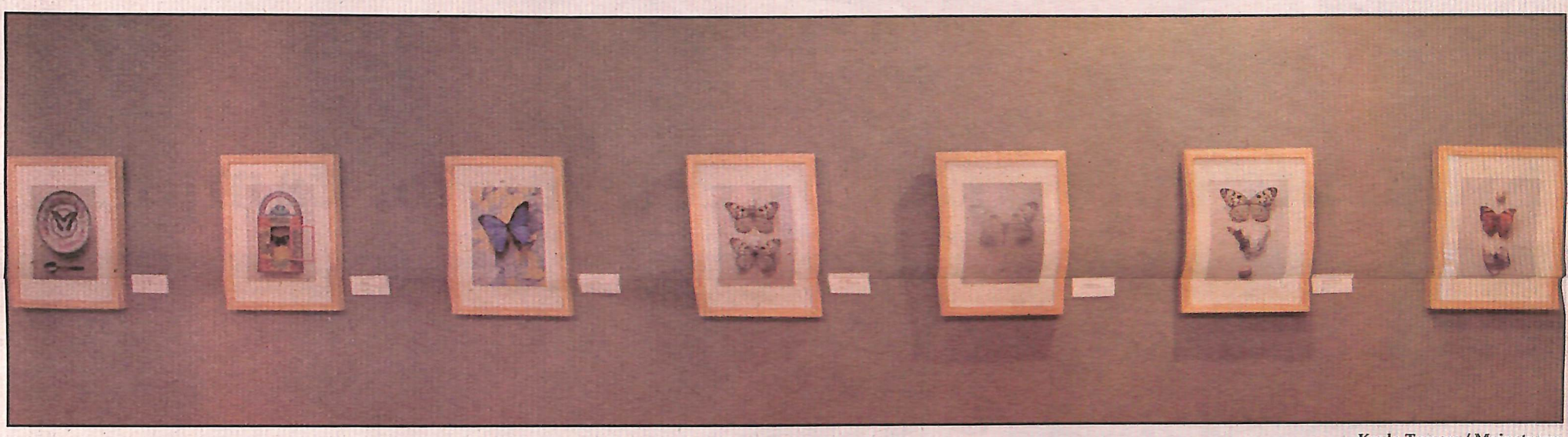


Ginger Johnson / Mainstream



Ginger Johnson / Mainstream

The artworks pictured are examples of the "Things Observed" exhibit currently on display at the Whipple Fine Arts gallery.



Kayla Towers / Mainstream

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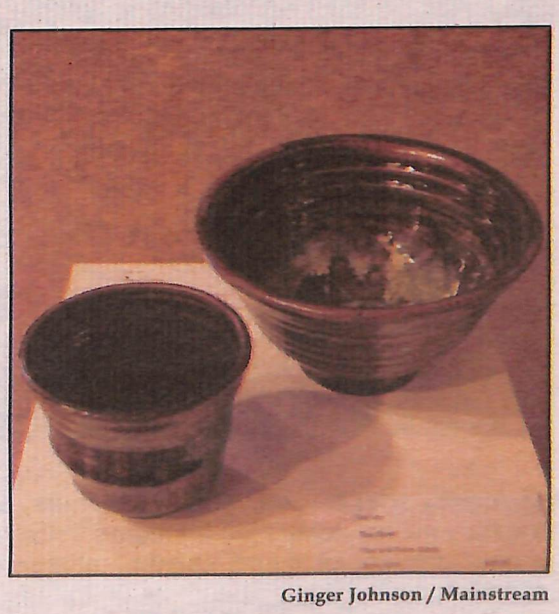

Ginger Johnson / Mainstream

Ginger Johnson / Mainstream

Ginger Johnson / Mainstream